



## CARVER-EDISTO MIDDLE

2018 Carver School Road  
Cope, SC 29039

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	565 Students	
<b>Principal</b>	Jeannie B. Monson	803-534-3554
<b>Superintendent</b>	Dr. Thomas Sparks	803-534-8081
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-8081

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

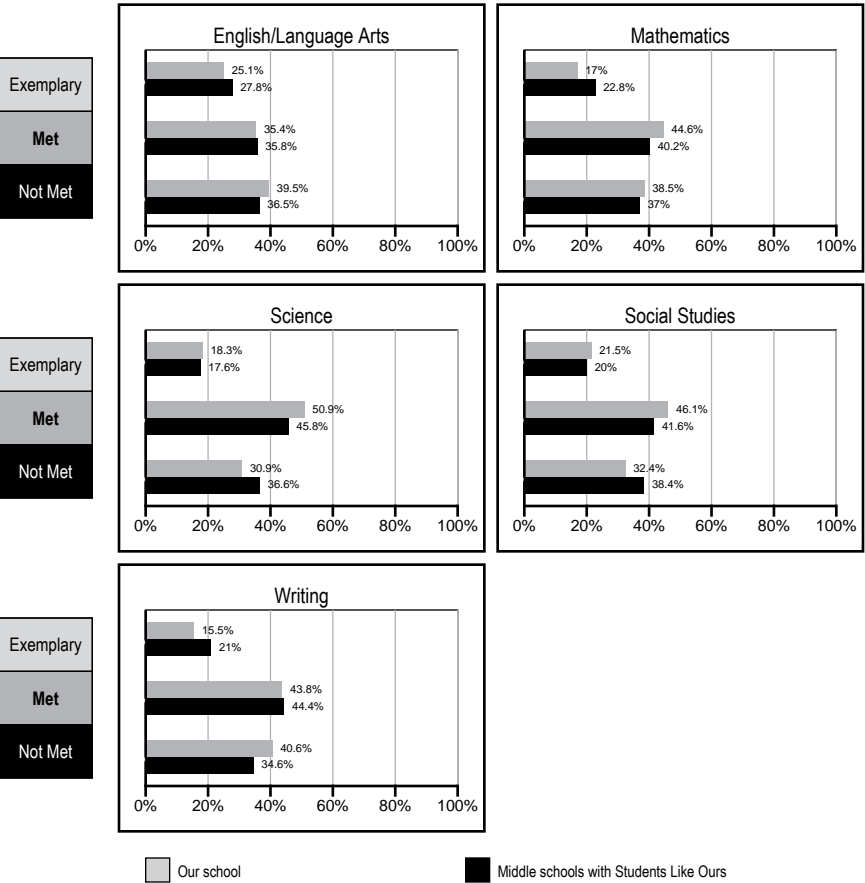
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	38	12	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	87.8%	95.3%
English 1	88.1%	96.8%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	87.9%	95.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=565)				
Students enrolled in high school credit courses (grades 7 & 8)	27.3%	Down from 35.4%	26.8%	24.2%
Retention rate	5.2%	Up from 1.5%	0.7%	0.7%
Attendance rate	94.6%	Up from 94.2%	95.6%	95.9%
Eligible for gifted and talented	9.0%	Up from 7.7%	14.4%	16.4%
With disabilities other than speech	8.0%	Down from 8.1%	13.4%	12.0%
Older than usual for grade	1.6%	Down from 3.3%	2.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.4%	Up from 4.5%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Down from 60.5%	56.4%	58.5%
Continuing contract teachers	55.3%	Up from 50.0%	81.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.9%	4.0%
Teachers returning from previous year	79.5%	Up from 71.4%	83.1%	84.6%
Teacher attendance rate	91.2%	Down from 95.2%	95.3%	95.4%
Average teacher salary*	\$42,854	Up 2.0%	\$45,589	\$46,561
Professional development days/teacher	9.7 days	Up from 4.1 days	10.8 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 21.1 to 1	20.6 to 1	21.1 to 1
Prime instructional time	85.0%	Down from 88.8%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.5%	98.5%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$7,012	Down 11.5%	\$7,930	\$7,802
Percent of expenditures for instruction**	58.6%	Down from 62.4%	63.4%	63.8%
Percent of expenditures for teacher salaries**	55.2%	Up from 53.9%	60.0%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

South Carolina began grading all public schools nine years ago. For eight years, the school earned an "Unsatisfactory/At-Risk" rating. The good news is that in 2009, Carver-Edisto Middle School earned an "Average" absolute rating. While the goal is to earn a rating of "Excellent," we feel very good about the gains made this year and confident that we are well on the way to continued improvement.

This year sixteen teachers joined the Carver-Edisto Middle school staff; eleven were first- year teachers. Three programs were added to the course offerings: chorus, drama, and a pre-engineering program, Project Lead the Way. New faculty worked with veterans to learn the State Standards for each curriculum and organized the information to ensure that all standards were covered prior to state testing. Additionally, they implemented various instructional strategies to better engage students. In addition to previous PASS test information, current MAP, benchmark, and teacher-made test information was used to determine and provide extra-help for students. Together students and teachers developed individual student data notebooks and classroom data walls to track student progress and set academic goals.

Much energy was spent on academic teaching and learning. But, because students learn in different ways and need multiple outlets in which to express themselves, the Encore teachers provided a rich array of experiences. The band program has grown and continues to compete and place in local and state competitions. The journalism students produced quarterly school newsletters and a school annual. New this year was the building of a coordinated and exciting Arts program and the Project Lead the Way program. The choral teacher created a mixed chorus, a women's and men's chorus, and a beginner's chorus. Teachers received a Disney Arts Grant earning monies to produce the play, "A High School Musical". The Arts department worked with the students to choreograph a well-received show. With the choral department acting as a backdrop to the show, the drama teacher taught the students to act, the art teacher worked with her students to create scenes and props, and the journalism teacher helped her students write, print, and distribute and program for the show. The musical playing to a packed house for both productions, earning profits to finance another production. The Project Lead the Way classes included Pre-engineering, Entrepreneurship, and Robotics. These classes gave students opportunities to create, produce, and sell. The students in the Robotics classes were also members of the Robotics team. Though in its infancy, the team entered state competitions and attended the international competition in Atlanta. Collectively, these programs, along with C-Team and B-Team athletics and cheerleading offer a wide variety of opportunities for the students.

We are proud of these accomplishments, but we know this is only a beginning. Challenges include students not reading on grade level, not having a basic understanding of math, and, of most concern, not seeming to "like school." We are committed to finding new and different ways to use reading and math in all classes and to find different avenues to help students connect to school and learning.

Jeannie Monson, Principal

Susan Hammond, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	134	23
Percent satisfied with learning environment	87.5%	59.7%	95.7%
Percent satisfied with social and physical environment	79.5%	57.6%	87.0%
Percent satisfied with school-home relations	35.0%	75.8%	100.0%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	94.6%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	550	99.8	41.1	35.2	23.8	74	74.6	83.5	Yes	Yes
Gender										
Male	287	99.7	43.6	34.1	22.3	73.6	72.6	80.1	N/A	N/A
Female	263	100	38.3	36.4	25.3	74.3	76.7	87	N/A	N/A
Racial/Ethnic Group										
White	305	99.7	34	33.3	32.7	77.9	81.9	89.6	Yes	Yes
African American	233	100	50.9	37.3	11.8	69.1	67.3	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66.7	85.1	I/S	I/S
Disability Status										
Disabled	50	98	75	13.6	11.4	40.9	42	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	394	99.8	47.2	35.4	17.4	71	70.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	550	99.8	38.6	45.4	16	75.3	72.4	80.4	Yes	Yes
Gender										
Male	287	99.7	38.5	42.9	18.7	75.1	72.2	78.4	N/A	N/A
Female	263	100	38.7	48.2	13	75.5	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	305	99.7	31	46.3	22.8	82.3	81.6	87.8	Yes	Yes
African American	233	100	49.1	44.1	6.8	65.5	62.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66.7	83.2	I/S	I/S
Disability Status										
Disabled	50	98	72.7	15.9	11.4	38.6	33.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	394	99.8	42.1	48	9.9	71	67.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	364	99.5	30.4	51	18.6	69.6	55.5	67.3
Gender								
Male	183	99.5	26.6	50.9	22.5	73.4	59.4	66.9
Female	181	99.5	34.1	51.1	14.8	65.9	51.3	67.7
Racial/Ethnic Group								
White	198	99.5	23.4	52.1	24.5	76.6	68	79.6
African American	158	99.4	39.6	49	11.4	60.4	41.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	47.1	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	32	93.8	65.5	27.6	6.9	34.5	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	262	99.6	36.1	53	10.8	63.9	48.5	55.4

Social Studies

All Students	368	99.7	32.3	46.3	21.4	67.7	54.6	70.9
Gender								
Male	199	99.5	29.1	47.1	23.8	70.9	57.8	70.1
Female	169	100	36	45.3	18.6	64	50.9	71.7
Racial/Ethnic Group								
White	199	100	24	49	27.1	76	65.7	79.2
African American	158	99.4	42.9	42.2	15	57.1	42.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.2	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	32	96.9	N/A	N/A	N/A	30.8	21.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	261	99.6	37.8	46.3	15.9	62.2	48	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	555	98.6	40.2	44.2	15.7	59.8	54.4	72.1	94.6	95.2
Gender										
Male	294	97.6	48.6	40.2	11.2	51.4	48	65.2	94	94.8
Female	261	99.6	31.1	48.4	20.5	68.9	61.5	79.2	95.2	95.6
Racial/Ethnic Group										
White	310	98.7	35.7	42.4	21.9	64.3	62.8	80.8	94.4	94.8
African American	232	98.3	45.5	46.8	7.7	54.5	45.5	59.7	94.8	95.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	88.1	93.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	48.1	64.6	95.9	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	50	73.4	94.7	94.8
Disability Status										
Disabled	51	90.2	88.1	9.5	2.4	11.9	10.5	27.7	93.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	42.1	63.7	96.3	96.3
Socio-Economic Status										
Subsidized meals	398	98.2	45.9	43.8	10.3	54.1	48.4	61.9	94	94.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	198	100	37.7	42.1	20.2	62.3
	7	189	100	40	34.3	25.7	60
	8	194	99.5	34.5	44.1	21.5	65.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	209	100	44.3	35.8	19.9	55.7
	7	183	100	34.1	40.3	25.6	65.9
	8	158	99.4	45	28.2	26.8	55
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	198	100	41	45.4	13.7	59
	7	189	100	36	45.7	18.3	64
	8	194	99.5	45.8	45.8	8.5	54.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	209	100	40.8	41.8	17.4	59.2
	7	183	100	31.3	52.3	16.5	68.8
	8	158	99.4	44.3	42.3	13.4	55.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	100	55.1	40.4	4.5	44.9
	7	189	100	31.4	43.4	25.1	68.6
	8	93	100	33.7	45.3	20.9	66.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	104	99	48.5	45.5	6.1	51.5
	7	183	100	24.4	52.8	22.7	75.6
	8	77	98.7	20.3	54.1	25.7	79.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	100	100	22.3	62.8	14.9	77.7
	7	188	100	44.8	35.6	19.5	55.2
	8	100	100	39.6	40.7	19.8	60.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	105	100	22.8	70.3	6.9	77.2
	7	183	100	38.1	36.9	25	61.9
	8	80	98.8	31.5	35.6	32.9	68.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	99.5	41.6	47	11.4	58.4
	7	187	97.9	36	35.5	28.5	64
	8	199	98.5	37.6	48.3	14	62.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	208	98.6	46.8	39.8	13.4	53.2
	7	185	98.9	41	44.4	14.6	59
	8	162	98.2	30.5	49.7	19.9	69.5

Abbreviations for Missing Data

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